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ABSTRACT

This annotated bibliography describes the subject matter covered in significant journal articles, books, reports, and doctoral dissertations addressing the use of field experience in the training of educational leaders. The 165 items included are categorized in five sections, each with its own introduction. The first section reviews 62 journal articles related to the preparation of educational administrators, and especially to the use of internships or preservice practicums in such preparation. Significant sources from the 1950's are included along with more recent materials. The second section cites 23 journal articles that focus on the use of practicums in professional fields other than education. Books and book chapters dealing with preservice programs for administrators make up the next section's 43 references. The fourth segment lists 17 technical reports and other papers related to the use of field experience in the preparation of educational administrators. The fifth section identifies 20 doctoral dissertations from the last 2 decades related to the use of field-based training activities for preparing educational administrators. These dissertations provide significant coverage of recent original research in the field. (PGD)

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ANNOTATED BIBLIOGRAPHY ON THE USE OF FIELD EXPERIENCE TO TRAIN EDUCATIONAL LEADERS

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UCEA CENTER ON FIELD RELATIONS IN

EDUCATIONAL ADMINISTRATION TRAINING PROGRAMS

This UCEA Program Center was initiated to gather and disseminate information regarding the relationship between universities and practitioners related to training, research and development, and service. The Center activities are directed by faculty members of The Ohio State University and the University of Cincinnati.

PART I:
JOURNAL ARTICLES RELATED TO ADMINISTRATIVE PREPARATION AND THE PRACTICUM

In this first section of the Bibliography, more than 60 articles that deal with strategies for preparing educational administrators are listed, along with brief descriptions of the content of each item. While most of the articles have been selected because they present information related to internships, planned field experiences, or other forms of practica utilized in administrative training programs, items which describe other issues and concerns associated with preservice preparation are also included. Another feature of the articles presented here is that they represent work ranging across nearly 40 years. At first, it was planned to incorporate only recently published works, defined as materials produced during approximately the past 15 years. However, a review of the literature on the topic of field-based programs quickly revealed that limiting this section of the Bibliography to articles written only in the 1970's and 1980's would severely reduce the quality and utility of this product. A large number of important works were published in the early and mid-1950's, for example. In fact, it was apparent that any complete and useful treatment of journal articles would need to reflect the fact that administrative preparation has appeared as a popular topic in the literature periodically during the past several years. Consequently, one will note several items in this section

(and indeed throughout the Bibliography) from the 1950's, another group from the mid-1960's to the early 1970's, and a third group of work produced during this present decade.

The specific topics covered in the various articles are quite diverse. Nevertheless, it is possible to note that a fairly frequent theme toward which many items are directed is the description of a local field-based educational program, typically a full-time internship. By contrast, only an extremely limited number of articles provide descriptions of research on administrative preparation in general, or the preservice practicum specifically.

Achilles, C. M., and Hughes, L. (1972). The paired administrative team: A promising administrator training model. Planning and Changing, 3, 45-50.

(In this article, an approach to preparing future school administrators is suggested that would emphasize the pairing of veteran administrators with less experienced administrators to assist them with the process of induction into the world of educational administration. It is suggested that this approach has a good deal of promise insofar as it would greatly reduce the sense of isolation felt by the beginning administrator).

Adkinson, Judith A., and Bailey, Jerry D. (1980). The ICES Model: Increasing women's participation in educational administration. Planning and Changing, 11, 141-149.

(This article presents a description of the ICES Model, a Project of Internships, Certifications, Equity-Leadership, and Support that was designed to increase opportunities for women to attain positions in educational administration. The article discusses the need for individual and systemic change which the model addresses, describes the Model and reports on its implementation in the state of Kansas. The field study which followed the implementation effort, briefly described in this paper, showed that the Model was valid).

Aidala, G. (1982). A first step for administrative experience: The internship. Catalyst for Change, 11, 9-12.

(A description of the administrative internship at the building level is provided. The author presents arguments for carefully articulating the role of the field administrator who works with the intern to ascertain that the intern is ready to profit from the experience).

Barrilleaux, Louis. (1972). Behavioral outcomes for administrative internships: School principals. Educational Administration Quarterly, 8, 59-71.

(The author proposes a design based on a statement of behavioral objectives to guide the operation of educational administrator internships. Processes are presented as a guide to others planning similar programs. Finally, problems related to the evaluation of internships are noted).

Barrilleaux, Louis. (1972). Performance objectives for administrative internships. NASSP Bulletin, 56, 69-75.

(A set of 40 performance objectives divided into four categories of administrative functions is described. These performance objectives have been used with mixed results by professors of educational administration, mentors, and interns to assess the effectiveness of the internship program).

Bruce, C. A. (1976). A program for preparing principals. Education Canada, 16, 35-37.

(The author describes the process of preparing principals in a school district in British Columbia. In this model, the identification, selection and training of school administrators are undertaken by a school district itself. Referred to as an Executive Development Program, the trainees undergo an extensive internship divided into three consecutive phases).

Butzbach, A. G. (1951). Organization of an internship for school administration. American School Board Journal, 123, 37-38.

(An internship plan is presented as a package in this article. The author describes the elements of an internship plan, and also maps out strategies that may be used to cope with operational problems associated with administering such a plan).

Chaffee, L.; McCarty, D. J.; Randles, H. and Trusty, F. (1967). Preparation for the administrative internship. Journal of Educational Administration, 5, 148-156.

(This article summarizes the major features of the Ford Foundation administrative internship program co-hosted by Syracuse University, the State University of New York at Buffalo, the University of Rochester, and Cornell University. Two characteristics noted as particularly important in establishing the success of this program were that it fostered the creation of an open climate to increase inquiry skills by interns, and the high degree of cooperation and open communication that tended to be evident in the encounters between interns and university staff).

Cresswell, Anthony M., and Goettel, Robert J. (1970). Rotating internships and situational analyses. UCEA Newsletter, 11, 7-9.

(Cresswell and Goettel describe alternative practices to the traditional administrative internship as a way to increase opportunities for students to learn in the field at Teacher College, Columbia Univerity. These alternatives are the rotating internship and situational analyses. The former was defined as a way for students to have access to multiple settings in the field to learn more about practices related to specific, individual learning concerns. The latter was described as a way for aspiring administrators to engage in systematic field studies of situations related to specific interests).

Culbertson, Jack A. (1979). Implications for the training and education of administrators. Planning and Changing, 10, 146-149.

(Culbertson notes several trends in education that will likely have a major impact on the skills needed by more effective school administrators in the future. Among these trends are shifts from expansion to decline, emphases on quantitative judgments to qualitative assessments, and environments that have gone from placid to turbulent).

Cultice, W. W. (1956). Internship for elementary school principals in Ohio. Educational Research Bulletin, 35, 70-73.

(The author describes the functioning of internships to prepare educational administrators in nine school districts in Ohio. The article concludes with a summary of the major advantages of such programs, as noted by district superintendents and interns. Classroom teachers also supported the programs because these activities represented very visible opportunities for career advancement).

Daresh, John C. (1986). Field-based educational administration training programs. Planning and Changing, 17, 107-118.

(Daresh describes a recent study that sought to determine the status of field-based training programs that serve as part of the educational administration programs at UCEA institutions. It was determined that among the common characteristics of the reviewed programs were that most programs are not required of students except for certification purposes, and that faculty are not involved on a broad basis. The recommendation was made that, if such programs are to improve to the extent that reformers suggest that they should, institutions must agree to commit more conceptual attention to the improvement of their internships, planned field experiences, and other forms of practice utilized to train future school administrators).

Davies, Donald R. (1950). Internship program for educational administration. School and College Mangement, 20.

(The author suggests that the development and utilization of a full-time, paid internship is not only a useful way to prepare future administrators, it is indeed an essential component of any effective administrative preparation program).

Dean, H. W. (1958). They intern for leadership. Executive, 78, 56-57.

(The article presents a description of an admistrative internship program developed by Florida State University and cooperating districts. Requirements of interns are noted. The overall assessment of the program was that it was very successful).

Elkind, J. R.; Dorsch, Robert; and Rice, Louis. (1960). Administrative intern. Overview, 1, 68-70.

(The administrative internship experience is described as something that provides a comprehensive view of administration which permits one to focus on the ingredients that make a cooperating, sponsoring administrator "a good democratic leader." The internship is described as the idea way to integrate theory with practice).

Erlandson, David A. (1979). Individualizing the internship. NASSP Bulletin, 63, 88-92.

(The author describes the internship program in educational administration at Texas A&M University and explains the program's individualized plan which includes a summary statement of personal and professional goals, a list of previous professional experiences, and a process for integrating these two parts. No evaluation process is suggested).

Erlandson, Daivd A. (1979). Language, experience, and administrator preparation. Planning and Changing, 10, 150-156.

(The author notes a number of shortcomings of many current intern programs used in the preparation of school administrators. As a way to deal with these issues, a process of encouraging interns to examine their personal assumptions, through the analysis of language patterns used in the field, is encouraged. The consequence of such a practice would be to increase the likelihood that aspiring administrators would learn "how to learn" on the job and become more effective practitioners).

Farquhar, R. H. and Martin, W. M. (1972) New developments in the preparation of educational leaders. Phi Delta Kappan, 54, 26-30.

(This article presents the question of what influence leadership training might have on improving the quality of administrative performance in schools. Included is a report on some of the major trends in program content, staffing, and instructional methods used in training programs. Particular attention is also paid to the value of the intership as a feature of preparation programs).

Ferreira, Joseph L. (1970). The administrative internship and role change: A study of the relationship between interaction and attitudes. Educational Administration Quarterly, 6, 77-90.

(In this article, a study is described which sought to determine if significant changes in the attitudes of interns took place after they had worked with administrators in the field. It was assumed that internships offer aspiring administrators the opportunity to "play at" the role of administrator for a time so that the intern will eventually be able to take over a position. The study determined that, while interns did learn a variety of skills related to administrative performance, they did not experience any substantial change in attitude as a result of working with practicing administrators).

Flaherty, Thomas F. (1972). Theory and practice yields qualified administrators. Education, 15, 128-129.

(This article describes the development of an internship program used in the preparation of school principals at Providence College in Rhode Island).

Flight, Dave. (1972). University of Massachusetts Program Seeks Maximum Flexibility, Individualization, and Involvement. UCEA Newsletter, 13, 10-12.

(Modifications in the graduate educational administration program at the University of Massachusetts in the early 1970's are described. The central feature of the program is described as the clinical experience--"the point at which theory and practice are married, where the practitioner's own theory of action is made explicit, is elaborated, and rendered operational").

Gauerke, W. E. (1959). Internship for school principals. Elementary School Journal, 59, 202-210.

(The author describes the underlying assumptions and features of an administrative internship at Emory University. The program required students to make on full-time administrative positions with partial salary payments from local school systems).

Greenleaf, Elizabeth A. and Shaffer, Robert H. (1956). Evaluating the intern and practicum experience. UCEA Review, 18, 24-25.

(Greenleaf and Shaffer note that one of the major limitations on making the internship as effective a learning experience as it might be is the fact that little attention has been paid to the evaluation of such programs. As a response to this problem, the authors note the evaluation procedures developed to track the internship and practicum program carried out at Indiana University. While the evaluation procedures are not described as perfect, it is suggested that the experiences in this program may be of considerable benefit to others faced with assessing the quality of learning for aspiring administrators).

Hall, George (1963). Clincial training for the future. Junior College Journal, 34, 22-23

(This article describes the clinical or practical phase of the formal doctoral programs at the University of Michigan, Michigan State Univeristy, and Wayne State University. Identified as the Midwest Community College Leadership Program, this consortium provides for direct field trips and an intensively supervised internship wherein the interns are provided with significant administrative responsibilities along with a salary).

Hart, James C., Jr. and Thompson, Day F. (1984). Perceptions of the educational administration internship. Capstone Journal of Education, 5, 37-42.

(The authors present their observations of an administrative internship and offer recommendations for its improvement. Among the suggestions presented include a call for intern and field administrator to engage in joint planning of objective and considerable on-site observation and evaluation of the intern's performance by his or her supervising field administrator).

Hartley, H. J. and Holloway, G. E. (1966). A critique of the internship in educational administration. Peabody Journal of Education, 43, 202-207.

(The authors provide a brief description of the administrative internship and a critical analysis of its strengths and weaknesses. In general, they note that the values to be derived from such a program far outweigh any particular disadvantages. They conclude by noting that greater attention is being paid to improving preparation programs for school leaders, and the internship is an important vehicle to be used in the achievement of that goal).

Hodgkinson, C. (1971). A practical program for preparing administrators. Education Canada, 11, 19-21.

(The author describes an on-the job internship program utilized in the preparation of school administrators in one school system).

Hooker, Clifford P. (1956). Interning in administration: An appraisal. School Executive, 75, 46-48.

(The author summarizes a study of the internship conducted by the Middle Atlantic Region of CPEA. Among the major advantages internships were that interns tended to find administrative jobs and others were rewarded financially. Problems with the programs included inadequate resources to support intern programs, and also the fact that interns did not receive experience in a full range of administrative tasks and responsibilities).

Hubert, B. D. and Dueck, K. G. (1985). "On the job" training of assistant principals in selected tasks in the Calgary Public School system. Alberta Journal of Educational Research, 31, 270-287.

(The purpose of this study was to determine the effectiveness of the use of the assistant principalship role in Calgary, Alberta high schools as an "on the job" learning experience for aspiring principals. Attention was paid to the extent to which individuals and their cooperating principals indicated that training was received in selected task areas. Principals who provided suport and guidance perceived themselves to be offering more help to the assistant principals than the assistant principals thought they were receiving. Both groups looked at the total experience as valuable and a good training tool that prepared people to assume principalships).

Koll, P. (1980). Evaluating the administrative intern: A focus on the "whole" person. Planning and Changing, 10, 195-202.

(Results of a survey given to 518 school administrators and professors identified criteria for evaluating administrative interns and revealed consensus about the need to determine both cognitive and affective criteria. This "whole person" approach, however, did not help in the identification of leadership potential of interns).

Kuh, George; McCarthy, Martha; and Zent, Amy. (1983). Supply of and demand for school administrators. Educational Research Quarterly, 8, pages.

(An empirical investigation designed to determine the extent to which there is a disproportionate supply and demand ratio existing among school administrators is described in this paper. The study reveals that there is a decreased mobility of incumbent school administrators that is viewed as a characteristic of a saturated labor market. This apparent surplus of certified school administrators has implications for preparation programs, staffing and retirement policies in school districts, and affirmative action efforts).

Kurtz, G. W. (1958). Intern experiences in elementary school supervision. Educational Administration and Supervision, 44, 157-167.

(The author recounts her experiences in planning and carrying out an administrative internship program in Montgomery County, Maryland. It is noted that the internship program provided for learning by allowing participants to grow by "living," "doing," and "experiencing").

Lincoln, Y. S. (1978). Administrative internships: A new conceptualization. Planning and Changing, 9, 55-62.

(A descriptive model of internships in educational administration (K-12 and higher education) is postulated, using two dimensions--parameters or scope and orientation. A two by three matrix results. A number of assumptions, considerations, and actions about application of the model are offered).

McLean, I. R. (1984). Training in educational adminstration: Development of an area resource model. The Journal of Educational Administration, 22, 63-67.

(This paper describes the process of balancing the problem of client resistance to theoretical approaches to training educational amdinistrators by focusing on issues and problems in training programs for secondary school principals and teachers in the Central region of New Zealand. Approaches, materials, and techniques designed to address the anti-theoretical bias of learners are described. The management of individual time is viewed as a critical entry point in the learning process).

Neal, C. D. (1950). Internship for school administrators. Nation's Schools, 45, pages.

(Plans for the Southern Illinois University Internship Program, described in this article as "the first internship program for future public school administrators in the United States" are presented. The two objectives of the program were (1) to give the student a gradual transition from theory to practice while still under university supervision, and (2) to provide a testing ground for the beginning educator where it can be determined if more training is needed in certain fields).

Neal, C. D. (1955). Five years' experience with internships. Nation's Schools, 55, 46-50.

(In this article, internships to prepare educators at the graduate level at Southern Illinois University are described. Available programs were formed for master teachers, administrators, and supervisors. Brief descriptions are also provided for the issues of the role of the cooperating school, the role of the intern, the role of the university supervisor, and the role of school personnel. The article concludes by noting that the intern programs were generally reviewed quite positively by participants during the five years' duration of the program).

Newell, Clarence A. and Will, R. F. (1950). Administrative interns meet reality. School Executive, 70, 65-66.

(One administrative internship program at the Univeristy of Maryland is described. The stated purpose of the program was to help prospective administrators bridge the gap between theory and practice. The intern was to be charged with the responsibility of carrying out administrative tasks in a practical setting, under a supervisor's care. Prerequisites and requirements of the university are also noted).

Newell, C. (1951). What is an internship? School and Society, 74, 358-360.

(The authors review the issue of determining an appropriate definition for internship in education and conclude that it is a "phase of professional eduction in which a student works for a period of time in the field to develop a capacity to carry out professional responsibilities." Thus, this learning experience is differentiated from the apprenticeship, temporary employment, individual problem-solving, and field surveys).

Newell, Clarence A. and Will, R. F. (1951). Planning internships for prospective school administrators. Educational Administration and Supervision, 37, 307-311.

(This article identifies major problems which confront the setting up of an internship program at the University of Maryland in the late 1940's and early 1950's. Strategies utilized by the University in attempting to deal with these problems are also detailed).

Newell, Clarence A. (1956). Planning and evaluating internship experiences in educational administration. Journal of Teacher Education, 7, 159-166.

(This article describes the techniques of planning and evaluation which have developed at the University of Maryland as it refined its internship and other field-based educational administration training programs. It is noted that the techniques of planning and evaluation need to be consistent with the principles of learning and the democratic process if they are devised primarily for a program in which an intern works on a full-time basis for a year under the direct guidance and supervision of a practicing administrator).

Nikoloff, Steve. (1986). Flint's administrative intern program. Secondary Education Today, 27, 31-32.

(The author describes the purpose and operation of the Administrative Intern Program in the Flint, Michigan Community Schools. The objectives of the program are to broaden the pool of candidates for leadership positions and to enable participants to become more familiar with administrative practices and administrative work life).

Nunnery, Michael Y. and Kimbrough, Ralph B. (1969). Concept seminars. UCEA Newsletter, 11, 4-6.

(The authors described innovative training practices that were adopted as part of the doctoral program in educational administration at the University of Florida in 1967. Among the practices were a concept core and field stations. The concept core included the review of a number of issues that were assumed to be of great importance for the future administrator--issues such as political processes, economic problems, and sociology. Part of the learning experiences related to these seminars included field practice wherein students were expected to spend time on-site in settings where such issues were central. Field stations were viewed as specific opportunities for students to practice the theory of administration acquired through their university courses. At the time in which the article was prepared, it was observed that the reaction of students and faculty to both of these appraoches to learning were viewed as extremely positive).

Onks, Linda C. (1981). Internships: Getting a foot in the door. Delta Kappa Gamma Bulletin, 21, 39-43.

(The author points to the fact that the administrative internship may be utilized to provide a viable way for women to move into formal administrative positions at the secondary school level. Such a mechanism is described as important because of the historic underrepresentation of women serving at that level).

Orton, Roger. (1986). An administrative internship. Secondary Education Today, 27, 46-50.

(In this article, one individual's recent experience with an administrative internship program is described. The value of this type of learning activity is outlined, along with a call for more formal programs to be developed by universities and neighboring school districts).

Pellicer, Leonard O., et al. (1984). Do it first then talk about it: A principalship practicum. Phi Delta Kappan, 65, 429.

(The author describes the features of a practicum-based cooperative internship program develped in South Carolina. The goal of the program is to enable students to put into practice the concepts of administration learned in university courses).

Ramsey, M. A. and Lutz, F. W. (1973). The internship in school administration: A review of its history and a conceptualization for the future. Planning and Changing, 4, 135-143.

(The authors review the status of existing administrator internship models and note that, although there is a widespead support for the general value of intern programs, such activities are frequently discontinued due to a lack of financial support. Instead, a proposed model for a new administrative internship is proposed, based on the strength of relying on communication networks to be developed among district personnel, university professors, and interns. Among the values of this model would be that it requires no increased amount of resources, it formalizes the academic experience aspect of the intership, an it increases the likelihood that many professors are involved in its development and monitoring).

Reed, J. R. (1970). Administrative intern. Pennsylvania School Journal, 119, 156.

(The author notes that the implementation of an intenrship program is an effective way to increase the success of individuals aspiring to administrative positions after completing conventional university training programs. It is noted that the strength of such an internship lies in the partnership which is forged between the school district, the individual itnern, and the university).

Reiter, R. and Scibilia, J. (1985). Preparing future principals through an internship program. Lutheran Education, 121, 28-38.

(The authors of this article--one a recent intern and the other is cooperating principal--describe the most noteworthy aspects of their cooperation in a special intern project designed to prepare individuals to take on principalships of Lutern schools in urban communities).

Russel, J. H. (1971). Administrators get training in intern program. College Management, 6, 27-28.

(In this article, a local program to train future educational administrators through participation in a full-time, paid internship program is described).

Seltzer, R. W. (1956). Intern Report. NASSP Bulletin, 40, 53-58.

(This article describes a variety of real administrative situatins that an intern had experienced in an internship program. Viewed as highly successful, it provided many new insights and direction to those engaged in internship activities).

Stauffer, Thomas M. (1978). Academic administrative internships. New Directions for Higher Education, 6, 83-93.

(The author indicates that the proper role of internships for university administrators should be to provide a method of training that maintains professional vitality, while also providng the individual with meaningful experience and preparing future leaders for universities).

Sweeney, James. (1980). Training educational leaders as change agents: The effect of the internship. Educational Technology, 30, 42-45.

(The survey study described in this article was designed to assess the effectiveness of the NASSP internship in meeting its goals of producing principals who would effect change in their schools. It was found that interms who assumed principalships did not increase in their ability to adopt innovative eductional practices. However, the internship produced principals who said they had more confidence to serve as leaders, despite the fact that did not follow through with action based on that confidence).

Sybouts, W. (1968). The internship in educational administration. Journal of Education Administration, 6, 173-176.

(This article describes the essential ingredients in an internship program that serve to make it a successful undertaking. It also underscores the need for cooperation and coordination between and among the intern, the educational practitioner in the field, and the person serving as the university coordinator).

Thomas, A. Ross. (1975). The preparation of educational administrators in Canadian universities: Laying on of the hands. The Journal of Educational Administration, 13, 1.

(This article presents the observations made by the author concerning the preparation programs for educational administration in 12 Canadian univerisities. The author found considerable evidence for the combination of scholarly disciplines, theories, problems, and career placement focus in most existing programs).

Trump, J. Lloyd; Anderson, J. P.; Georgiades, W.; Hatch T. E., and Heller, M. P. (1969). Final report on the NASSP Administrative Internship Project. NASSP Bulletin, 53, 3-116.

(This theme issue of the NASSP Bulletin is devoted to a comprehensive review of the Administrative Internship Program sponsored by the National Association of Secondary School Principals under the direction of Lloyd Trump. Strengths and limitations of various aspects of the Program are noted).

Unruh, A. (1957). The internship. Nation's Schools, 59, 63-64.

(This article describes the findings of a survey research study that sought to determine such issues as the extent to which internships are accepted by practicing administrators, the nature of effective internship programs, and the issue of responsibility for supervising interns. Respondents were 75 school administrators in the metropolitan area surrounding St. Louis).

West, J. and West P. (1977). The administrative internship in education: Triumph or token? Catalyst for Change, 7, 4-6.

(The authors begin by presenting a brief review of the history of educational administration internships. Next, an assessment is provided of the status of intern programs currently in place in many universities. It is noted that such programs often remain low-prestige ventures for many professors and, as a result, little effort tends to be placed in attempting to improve effectiveness and overall quality).

Wright, Lance. (1985). Use internships to cultivate a new crop of colleagues. Executive Educator, 7, 22-23.

(In this article, the author outlines ten steps for schools to follow when they wish to develop administrator internship programs).

Zabezensky, F. (1985/1986). Management internship program: A model. Community College Review, 13, 54-59.

(This article examines the Maricopa Community College District's management internship program, detailing the history and operation of the program. Included are descriptions of program eligibility criteria, the expected roles and responsibilities of individual interns, the ways in which university graduate credits were provided, and the arrangements made for interns to be evaluated).

Zerkowski, Mary Ann and Palaferro, Rosemary E. (1981). Two views of internships. Delta Kappa Gamma Bulletin, 20, 36-38.

(Two recent participants in an administrative internship program described the highlights from their participation and conclude that such programs are important to help individuals move into successful leadership roles).

Zivin, Reni-Zoe, and Redden, Martha (1975). The residential administrative internship. Planning and Changing, 6, 157-164.

(This article focuses on the primary interactions that take place between supervisors and interns, and examines the relationships that are formed between colleagues and their co-workers within the structural framework of an organization. There is also an exploration of how expectations affect relationships within organizations).

Zuelke, Dennis C. (1983). Somebody does it right: Field experiences for preservice administrators. Phi Delta Kappan, 65, 296-297.

(The author describes the administrative practicum program required of all students seeking administrative certification at Northeastern Illinois University in Chicago. Students must complete approximately 200 hours of field work during two consecutive semesters. The work may be done at their local place of employment).

PART II:
JOURNAL ARTICLES DEALING WITH THE PRACTICUM IN PROFESSIONAL FIELDS OTHER THAN EDUCATIONAL ADMINISTRATION

A relatively small number of articles concerning the practicum in educational administration has been produced over the years when compared to treatments of that topic in other fields. A review of literature describing training procedures in a variety of professional fields reveals that a persistent issue for publication has been how individuals are prepared for their careers by "learning by doing." Examples are found in medical and legal education, private business and industry, theology, mass media and communications, and, of course, teacher education. In fact, the last field has been the focus of an overwhelming majority of all the work produced in the area of field-based learning as numerous authors have attempted to describe features of student teaching activities.

In this section, a small sample of articles from fields other than educational administration training is presented. There is no pretense that this is truly an exhaustive representation of material or even a truly random sample of the more than 1,000 articles on field-based educational programs that have been published during the past 15 years. Items were selected for inclusion in the Bibliography only because it was believed that they represent concerns that are universal to all fields, and that perspectives offered in many of the works here may be applicable to the design and implementation of preparation programs designed to train future school leaders.

Bonar, B. (1985). Needed: Structured activities for early field experience programs. Action in Teacher Education, 7, 43-48.

(This article elaborates on some of the needs for field experience. A series of recommendations are listed which are believed to be helpful in providing a structured approach to early field experiences).

Burke, P. (1978). A clinical experience survey. Action in Teacher Education, 1, 66-67.

(The survey described in this article sought to determine characteristics of field experience for student teachers in a number of Wisconsin teacher education institutions. The most important part of an effective clinical experience, according to survey data, was the extent to which a positive relationship, built on strong communication, could be formed between an intern and his or her mentor).

Burke, P and Schmidt, W. (1984). Entry year assistance: A promising practice. Action in Teacher Education, 6, 71-74.

(An Entry Year Assistance Program for beginning teachers sponsored by the University of Wisconsin-LaCrosse is described. Particular emphasis is placed on the particular roles and responsibilities of the local school district and the sponsoring university in trying to develop ways to increase the likelihood that a teacher's first year will be successful).

Copeland, Willis D. (1981). Clinical experiences in the education of teachers. Journal of Education for Teaching, 7, 3-16.

(The author suggests that a high percentage of typical clinical education experiences offered by teacher educators are ineffective at reaching their stated goals because they are lacking in vision and are limited in scope. An augmented view of clinical education experiences is offered with a potential effect of offering the beginning teacher with the opportunity to develop a conceptual framework that would allow meaningful interpretation of events observed in clinical settings).

Coulter, F. (1974). The effects of practice teaching on professional self image. Australian Journal of Education, 18, 149-159.

(This article presents a research study which sought to determine if an individual's participation in student teaching has an effect on the development of a positive, personalized self-image that will enhance a person's view of the future as a professional educator. The findings indicate that such an activity has a strong impact on the creation of an individualized self-identity and appreciation of the world of teaching and teachers in general).

Craver, D. M. and Sullivan P. P. (1985). Investigation of an internship program. Journal of Continuing Education in Nursing, 16, 114-118.

(In this article, a description of a hospital-based internship program in nursing is presented, along with an assessment of the value of such programs in general. It is concluded that this approach is an effective way to socialize nurses in their role and provide them with job skills).

Funderburk, C. (1984). Building bridges between thought and action: The legislative internship. College Student Journal, 18, 159-163.

(This article presents a description of a legislative internship available to students in political science and public administration at Wright State University in Ohio. This internship was designed to provide students with a period of supervised participation in government so that they might be able to relate theory learned in the Wright State University classroom to the real world of daily politics as practiced in the Ohio General Assembly. Information related to student evaluations of the program is also provided).

Goodman, Jesse. (1986). Making early field experiences meaningful: A critical approach. Journal of Education for Teaching, 12, 109-126.

(This article describes an early field experience designed to help preservice teachers become more reflective, experimental, and empowered as curriculum developers and implementors. Included is a synthesis of recent research concerning teacher perspectives within preparation programs, and also a statement of the potential benefits to be derived form effective early field experiences).

Hanson, Janice. (1984). Internships and the individual: Suggestions for implementing (or improving) an internship program. Communication Education, 33, 53-61.

(The author provides a description of the status of structured internships in communication, mass media, and journalism. The purpose of these internships is to provide a bridge between the world of theory and the world of practice. Among the suggestions that are made to ensure the quality of future internships is that these programs must pay attention to and demonstrate the characteristics of: (1) practicality, (2) academic integrity, (3) economy, and (4) sufficient institutional support through the allocation of operational resources. Recommendations are also included regarding the responsibilities for faculty sponsors and the ways in which the program should be evaluated).

Hook, Wade F. and Fern, Paul S. (1983). Internships in social science: An historical perspective. Innovative Higher Education, 8, 38-44.

(Suggestions are made for defining policies and maintaining the quality and integrity of the educational processes that are part of social science internship programs. The suggestions made relate to the ways in which interns may be sponsored, how they must be supervised while in the field, the ways in which desired learning outcomes and performance standards are to be determined, and strategies that may be utilized in evaluating student progress as interns).

Hyre, J. M., Jr. and Owen, A. W. (1984). Interns: The Ivory Tower at Work. Communication Education, 33, 371-376.

(The authors share their experiences with the design and implementation of an internship program in telecommunications and speech communication at Youngstown State University. Specific attention is directed toward the ways in which this program addressed the following issues: Start-up procedures, the length of the internship, the number of student hours needed in the workplace, academic credits, remuneration, selection criteria, and student requirements).

Isler, Richard E., Lee Charles M. and Milhoyte, Robert L. (1978). Planned field experiences: The key to career decision. Action in Teacher Education, 1, 38-43.

(In this article, the authors report on successful attempts to develop early and continuing field experiences throughout an undergraduate teacher education program. Students can engage in field experiences in any point in their college programs so that they may receive insights into eventual career choices).

Kindsvatter, Richard and Wilen, William W. (1982). A clinical experience theory applied to clinical experience. Action in Teacher Education, 4 17-26.

(This article discusses clinical experience theory and practice. It presents a definition of clinical experience education, and also a teacher role-purpose matrix that is meant to be helpful in analyzing teaching behaviors and in identifying classroom problem sand strategies designed to resolve the problems).

Lasley, Thomas J, Applegate, Jane H. and Ellison, Carole. (1986). The expectations and problems of university supervisors of early field experiences. Journal of Education for Teaching, 12 127-140.

(Field experiences are described as an essential part of the teacher education curriculum. Prospective teachers are expected to spend time in schools observing and working with teachers and students. The study described in this article was designed to identify the expectations and problems of university supervisors. Eight expectations and problem factors are described and the implications for structuring field experiences are discussed).

Long, B. E. (1984). Ensuring due process in clinical education experiences. Teacher Educator, 19, 29-33.

(The author provides a series of suggestions to be followed by supervisors of student teachers and other students in field-based learning settings to ensure that due process rights are maintained. Particular emphasis is placed on such issues as initial placement, in-field monitoring, and evaluation of complete intern experiences).

McIntosh, R. G. (1971). The clinical approach to teacher education. Journal of Teacher Education, 22, 18-24.

(This paper focuses on two-issues--the case for reordering present practices to give greater emphasis to clinical aspects of teacher education, and to determine the basic principles by which clinical training can be designed. Three principles for clinical training include the need for such training to include: (1) exercise of responsibility; (2) breadth of experience; (3) cohesiveness of the training community.

McIntyre, D. John and Norris, William D. (1980). The state of the art of preservice teacher education programs and supervision of field experience.

(The authors report the findings of a national survey which was conducted by the authors in order to determine whether or not there are certain trends which exist in the design of preservice teacher education programs. For the most part, it was concluded that there were more similarities than dissimilarities in the characteristics of most programs throughout the country).

Newell, Clarence A. and Byrne, R. H. (1959). Field experiences in education. Journal of Teacher Education, 10, 435-438.

(The authors described thre types of practica that were, like student teaching for prospective teachers, required of aspiring administrators at the University of Maryland. These three practica were planned field experiences (short, basic activities to acquaint students with administration), apprenticeships (more advanced and comprehensive forms of supervised practice), and internships (full-year, full-time supervised experiences designed to place students into regular adminstrative positions).

Smith, Richard J. and Bragstad, M. Bernice. (1970). Providing field experiences for prospective consultants. Journal of Reading, 14, 163-166.

(This article provides a description of a cooperative program involving the University of Wisconsin-Madison and the Madison Public Schools. The purpose of this program was to provide opportunities for University graduate students to work on-site as reading consultants in high schools of the district. The basic benefit derived from this arrangement was said to be that it provided a sufficient number of reading specialists to the system so that it was possible to develop a structured approach to reviewing reading progress in content areas, and to develop reading skills of students accordingly. The value to University students was the fact that the program provided them with an opportunity to acquire on-the-job experience as reading consultants).

Stewart, Michael M. (1977). Community medicine clerkship in an applied research setting. Journal of Medical Education, 52, 145-146.

(The author of this article describes the four week-long clerkship in community medicine which is a requirement for all third-year students at the Mount Sinai School of Medicine in New York. It is noted that an important feature of the program is the wide variety of settings that are available to students).

Sutton, J. M. et al. (1985). A joint internship program for law and counseling students. Journal of Counseling and Development, 64, 143-144.

(This article describes an arrangement at the University of Maine wherein law and counseling students participate in a special joint practicum. According to the authors, the advantage of this internship is that it provides a learning laboratory in which assumptions and beliefs about similarities and differences of the two professions can be scrutinized carefully).

Volmmer, Marian L. (1984). A case for extended clinical experience. Action in Teacher Education, 6, 79-83.

(It is suggested here that future models for teacher education will probably take on many different forms. The author presents an argument in this article for extended clinical experience as one important improvement that will relate to teacher education).

Wanous, John P. (1977). Organizational entry: Newcomers moving from outside to inside. Psychological Bulletin, 84, 601-618.

(Wanous begins by providing a definition of what he terms organizational entry, or "several processes that occur as new members enter organizations." These distinct areas of research are reviewed: (1) how individuals choose organizations, (2) the accuracy of organizationally relevant information possessed by outsiders, and (3) the effects of realistic job previews on a number of discrete aspects of the process of job entry).

PART III:
BOOKS AND BOOK CHAPTERS DEALING WITH FIELD-BASED EDUCATIONAL ADMINISTRATION PROGRAMS

Studies of effective schools have universally noted that one of the major ingredients in successful programs is that they are led by strong, talented educational administrators. As a result, there has been an increasingly strong statement of commitment to the need to find effective ways to prepare school leaders for the future. It is therefore surprising to note the relative absence of a strong literature base in the area of determining better ways to structure preservice administrator preparation programs. The relatively few number of books and book chapters that comprise this section of the Bibliography represent most of the work that has been carried out during the past three decades on the ways in which administrator preparation programs might be revised and improved. It should also be noted that, despite the consistent call for the inclusion of more field-based educational programs, few items in the list that follows deal specifically with the issue.

The majority of the books and book chapters related to administrative preparation speaks to specific issues that must be addressed by planners of preservice programs. Although many of the works found here are quite dated, it is interesting to note that the issues and concerns raised frequently in these materials have as much relevance today as they did 20 or 30 years ago. Another general observation to be made here is that, not surprisingly, the majority of the work included came about through the sponsorship of

professional administrative associations--AASA, NASSP, or UCEA. What this says about the field is that administrative preservice preparation and its problems and challenges do not often seem to be a topic of great interest to individual authors or book publishing companies. No doubt there are many reasons for this situation, but analyzing why the study of administrative preparation is not an issue attracting many scholars today is something that goes far beyond the scope of this paper.

Albright, R. D. (1962). An administrative staff college for education. In Culbertson, Jack and Hencley, Stephen P., (Eds.), Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

(The author describes strategies that might be taken to increase the ability of the professional educational administrator to become more effective as an innovator and change agent in a school).

American Association of School Administrators. (1960). Professional Administrators for America's Schools. (Thirty-Eighth Yearbook). Arlington, VA: The Association.

(This Yearbook of the American Association of School Administrators was prepared to provide a profile of the status of the profession of school administration in the 1950's, and also to suggest directions that the field may follow in the future. Included are numerous suggestions for revisions in practice and policy that the contributors to the Yearbook believed would help to strengthen the professional status of school administration in the future. Of particular interest is Chapter III which examines the nature of programs that were currently in place to prepare educational leaders of the time, and then make recommendations for ways in which preparation programs in general could be improved. The Yearbook also contains a description of a large-scale survey of superintendents to determine their career paths).

Benson, Charles S. (1963). Financing internships: A look into the future. In Hencley, Stephen P.. (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(The author examines the value of internships by applying input-output analyses techniques to such programs. He concludes that returns to local districts and sponsoring universities far outweigh the costs of such programs, particularly when one considers the social advantages to be derived from such activities).

Borgeson, Fritz C. (1963). The role of the university in the school administration internship program. In Hencley, Stephen P., (Ed.), The Internship in Administration Preparation. Columbus, OH: University Council for Educational Administration.

(Borgeson notes the issues that need to be dealt with by universities sponsoring educational administration internship programs. These topics include how candidates are selected and recruited, the ways in which appropriate learning experiences are identified and matched with candidates, overall planning, how interns are supervised and by whom, the evaluation procedures to be utilized to determine individual candidate as well as program success, and how needed changes and adjustments are made in programs after they are first initiated).

Boyan, Norman J. (1963). Common and specialized learnings for administrators and supervisors: Some problems and issues. In Leu, Donald J. and Rudman, Herbert C., (Eds.), Preparation Programs for School Administrators. ((Proceedings of the Seventh UCEA Career Development Seminar). East Lansing, MI: Michigan State University College of Education.

(In this chapter, Boyan describes three major developments of the 1950's and early 1960's that have greatly influenced the types of interrelationships that exist among teachers, supervisors and administrators: (1) The desire for greater professionalization in education, (2) increased specialization in education, and (3) the emergence of a "scientific approach" to school administration. Included also is a discussion of the continuing problem of definition for administrative competence and effective performance).

Briner, Conrad. (1963). The role of internships in the total preparation program for educational administration: A frontier perspective. In Stephen P. Hencley, (Ed.), The Internship in Administratin Preparation. Columbus, OH: University Council for Educational Administration.

(Briner presents the thesis in this chapter that "there is a need to develop viable conceptual formulations to serve as foundations frm which the central purposes of internship programs may be elicited." He continues to develop this theme by suggesting that at least three goals need to be addressed in finding adequate theoretical and conceptual roots for itnern programs. In short, Briner suggests that the reason behind the establishment of internship programs need clear articulation and adequate definition before such programs are started in the first place. Failure to do so condemns the internship to failure from the start).

Brittel, Robert W. (1963). State-wide approaches to developing internship programs. In Stephen P. Hencley, (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(Brittel argues in favor of statewide approaches to internship programs in educatinal administration. Among the principal advantages to such arrangements are that they would amplify the resources of single institutions, increase student contact with professors at other universities, enable programs to be developed under common legal frameworks, and increase the likelihood that supportive financial arrangements could be legislated).

Brower, Clayton R. (1958). Administrative practices of field agencies. In Clifford P. Hooker, (Ed.), An Appraisal of the Internship in Educational Administation. New York: Cooperative Program in Educational Administration, Teachers College, Columbia University.

(This chapter includes a report of a survey of administrative practices of field agencies that utilized interns in educational administration. An evaluation of these practices is also presented. Among the issues considered are the procedures used in selecting interns, how internships are financed, contracts that are used for interns, how interns' activities are planned, the daily and weekly patterns of interns, titles and facilities available for interns, and the ways in which interns' activities are evaluated, both by their universities and also by their sponsoring school districts).

Burk, James M. (1958). Effects of internship on sponsoring field agency and cooperating administrator. In Clifford P. Hooker, (Ed.), An Appraisal of The Internship in Educational Administration. New York: Cooperative Program in Educational Administration, Teachers College, Columbia University.

(The study reported in this chapter was designed to determine the effects of the internship program in educational administration, as set up in the Middle Atlantic Region of the Cooperative Program in Educational Administration, on the sponsoring school systems and on the cooperating school administrators. Evaluation was based on the extent to which articulated objectives of the program were actually achieved in the minds of school administrators and local boards of education members who worked with interns).

Carlson, Richard O. (1963). Common learnings for all administrators. In Leu, Donald J. and Rudman, Herbert C. (Eds.), Preparation Programs for School Administrators. (East Lansing, MI: Michigan State University College of Education.

(Carlson discusses the substantive content of common lernings and from this analysis discusses the normative aspects of school administration. The institutional context of administration is also given considerable attention in this chapter).

Culbertson, Jack A. (1963). Common and specialized content in the preparation of administrators. In Leu, Donald J. and Rudman, Herbert C., (Eds.), Preparation Programs for School Administrators. (Proceedings of the Seventh UCEA Career Development Seminar). East Lansing, MI: Michigan State University College of Education.

(Culbertson bases his discussion of common and specialized learnings on a description of administration operating within a social context. Of special interest is his proposal for a common-learning grid which provides an analytical tool for determining the preparation of administrators within the value systems of given societies).

Culbertson, Jack and Hencley, Stephen, (Eds.), (1962). Preparing Administrators: New Perspectives. Columbus, OH University Council for Educational Administration.

(This book contains a collection of papers which speak to essential issues facing those interested in the preservice and inservice preparation of school administrators. Included are chapters considering the role of colleges of education and local school districts. Further information about this total volume can be gained by reviewing the descriptions of individual chapters).

Davies, Daniel R. (1962). The Internship in Educational Administration. Washington, DC: The Center for Applied Research in Education, Inc.

(This book is directed toward presenting a comprehensive analysis of the use of the internship as an integral part of preparation programs of educational administrators. A central thesis of the volume is that school administrators can hardly be prepared for their important role without some opportunity to work in the field before concluding their preservice training. The book begins by reviewing the nature of internships in general and considers their special role in administration preparation. Next, appropriate learning experiences that should be included as part of structured administrative internships are examined. The book concludes with an examination of some of the more important logistical issues associated with the implementation of an internship program, including the ways in which internships might be evaluated. Finally, a vision of future efforts to provide internships programs as regular parts of administrative preparation programs is suggested).

Davis, Robert H.; Duley, John S. and Alexander, Lawrence T. (1977). Field Experience. (Guides for the Improvement of Instruction, No 8). East Lansing, MI: Michigan State University Learning and Evaluation Service.

(This booklet provides a number of practical suggestions for the individual instructor, or perhaps an academic department, who wishes to increase the amount of experiential learning activities available for his or her students by developing formal field experiences. Included are examples of several evaluation forms that are appropriate for a wide array of field experience programs in universities).

Doob, Heather S. (1974). Internship Programs in Educational Administration. Arlington, VA: Educational Research Services, Inc.

(Included in this book is a description of a survey of 1,094 school systems across the nation regarding administrative internship programs. Particular attention is focused on the length of internships, eligibility, and hiring preferences. There is also a section devoted to the description of 11 exemplary intern programs).

Eckel, Howard. (1963). Learning experiences for tomorrow's elementary school principal. In Hencley, Stephen P., (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(In this chapter, Eckel suggests that the effective elementary school principal will need to be successful in self-actualization, concepts of educational administration as an applied social science, and awareness of the elementary principal's role as an institutional leader. He also proposes ten guidelines for formulating learning experiences to promote growth among aspiring administrators).

Engleman, Finis. (1963). Role descriptions and common elements in the preservice preparation of principals and superintendents. In Leu, Donald J., and Rudman, Herbert C., (Eds.), Preparation Programs for School of Administrators. (Proceedings of the Seventh UCEA Career Development Seminar). East Lansing, MI: Michigan State University.

(Englemen reviews some of the common and unique elements in the preparation of school administrators. He lists the common elements as (1) cultural issues, (2) the basic rationale for organizing, planning, and administering, and (3) research and evaluation. The content of the unique learning is related directly to position and, as a result, the author points up the area of the professional context and its importance in determining appropriate learning experiences for future administrators of schools).

Erlandson, David A.; Beckman, Walter F.; Heller, Mel; Kelley, Edgar A.; McCleary, Lloyd E.; and Keefe, James W. (1985). Performance-Based Preparation of Principals: A Framework for Improvement. Reston, VA: National Association of Secondary School Principals.

(This work is the product of an ad hoc committee of NASSP that was convened to study the ways in which administrator preparation programs could be improved if they were based on performance objectives. Among the features suggested to improve such programs is th euse of rpocedures such as those that are part of assessment centers to screen applicants and candidates for preparation programs in the first place. Candidates so selected to programs would find that considerably greater attention would be placed on the use of field experiences as training sites for their programs. The booklet contains a series of specific recommendations for program improvements as well).

Harlow, James G. (1962). Purpose-defining: The central function of school administration. In Culbertson, Jack and Hencley, Stephen P., (Eds.), Preparing Administrators: New Perspectives. Columbus, OH University Council for Educational Administration.

(As the title of the chpater implies, the author argues the fact that administrators of any organizations will never be successful or effective if they do not come to grips quickly with an understanding of the purposes and goals of their organizations).

Hencley, Stephen P. (1962). Forces shaping the new perspectives. In Culbertson, Jack and Hencley, Stephen P, (Eds.), Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

(The author points to the following issues that will be important determinants of the features of society over which future school administrators must work: Continued ideological conflicts among nations, population explosions, technological advances, increases in knowledge, massive shifts in value orientations, and increasing expectations for excellence in public schools).

Hencley, Stephen P., (Ed.), (1963). The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(See descriptions of individual chapters contained within this volume which was prepared "to present challenging viewpoints on significant aspects of the internship in administrative preparation").

Hooker, Clifford P., (Ed.), (1958). An appraisal of the Internship in Educational Administration. New York: Cooperative Program in Educational Administration, Teachers College, Columbia University.

(The purpose of this book was to describe a comprehensive evaluation of an internship program for educational administrators that was sponsored by the Cooperative Program in Educational Administration and Columbia University. The study set out to collect, analyze, and interpret information relating to the effectiveness of the internship as a means of improving the professional preparation of prospective school administrators. Individual chapters, each of which is detailed elsewhere in this part of the Bibliography, were prepared by individual researchers who were charged with the responsibility of investigating particular aspects of the internship).

Horoschak, Peter P., and Cronin, Joseph. (1972). Innovative Strategies in Field Experiences for Preparing Administrators. Columbus, OH: University Council for Educational Administration.

(The authors provide an analysis of the rationale and basic assumptions underlying field experiences as a worthwhile practice in educational administration training programs. They begin with considering basic definitions for field experiences. Next, they consider the objectives, procedures, and strengths and weaknesses of four alternative modesl or strategies for field experiences. These were the traditional school system survey, the human relations approach, the clinical/political action strategy, and the anthropological or sociological research approach. The strategies were said to differ according to the focus of the field study, the type of involvement of individual students or the field study team, and the expected outcomes of the field study experiences. Examples are provided of each of the four major strategies).

Leu, D. J., and Rudman, H. C., (Eds.), (1962). Preparing Programs for School Administrators; Common and Specialized Learnings. East Lansing, MI: Michigan State University, College of Education.

(This volume is a compilation of the papers presented at the seventh UCEA Career Development Seminar that focused on the identification of common and specialized learnings needed for effective conduct of a variety and administrative positions. The Seminar was hosted and cosponsored by the College of Education at Michigan State University. More information about individual papers is presented in brief descriptions of individual chapters from this book).

Lonsdale, Richard C. and McCarty, Donald J. (1963). Learning experiences for tomorrow's superintendent. In Hencley, Stephen P., (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(The authors offer a three dimensional model that they suggest would be useful not only in analyzing pubic school administration but also in developing dimensions to significant learning experiences for future superintendents. The model highlights the need for conceptual, human relations, and conceptual skills at various levels of organizations, and also the important relationship of both functional and process competencies to effective school administration. The theoretical framework is used to generate substantive guidelines for the planning of specific learning activities).

Lortie, Dan C. (1962). Complexity, specialization, and professional knowledge: Overall strategies in the preparation of school administrators. In Jack Culbertson and Stepphen Hencley, (Eds.), Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

Lortie argues that any effective program for the preparation of future school administrators will need to reflect the realities of the administrator's role in the years to come. These realities include increasing organizational complexity, along with greater specialization of staff and others in the school organization. Finally, Lortie predicts a continuing explosion of new knowledge that must be accounted for by school leaders).

Lowe, Alton D. and Rossey, Paul W. (1958). Effect of internship on intern. In Clifford P. Hooker. (Ed.), An Appraisal of the Internshp in Educational Administration. New York: Cooperative Program in Educational Administration, Teachers College, Columbia University.

(As part of the Cooperative Program in Educational Administration, the authors describe a study of the opinions of cooperating administrators and interns regarding the effect that the internship program in educational administration has on the individual student).

Miklos, Erwin. (1972). Training-In-Common for Educational, Public, and Business Administrators. Columbus, OH: University Council for Educational Administration.

(After presenting the assumptions and rationales for training-in-common, Miklos describes several programs that incorporate various aspects of the in-common approach supported and explained in this book. He also describes several sources of resistance to its adoption and shows how these must be overcome if its implementation is to take place).

Millett, John D. (1962). Perspectives of public administration. In Culbertson, Jack and Hencley, Stephen P., (Eds.), Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

(Millett reviews the status of public administration and its implication for the improvement of educational governance. He notes that the study of public administration in the United States has suffered from two defects: A confusion of objective and a confusion of content).

Moorhead, M. Scott. (1958). Effects of an internship on a cooperating university. In Clifford P. Hooker, (Ed.), An Appraisal of the Internship in Educational Administration. New York: Cooperative Program in Educational Administration, Teachers College, Columbia University.

(The purpose of the study reported in this chapter was to determine the effects of the internship in educational administration on (1) the preparatory program of the educational leader in cooperating universities, (2) the university staff, (3) the administrative procedures and policies of the university, and (4) the interaction of the university and the sponsoring field agency. In general, it was noted that internships tend to have a positive effect on universities, faculties, and cooperating agencies. A concern was noted regarding the sufficiency of financial support for intern programs, however).

Newell, Clarence A. (1952). Handbook for the Development of Internship Programs in Educational Administration. New York: Cooperative Program in Educational Administration, Columbia University.

(Newell provides a broad overview of the history of intern programs for the preparation of school administrators. This is followed by a statement of the assumptions, rationales, and values inherent in such an approach to the preparation of school principals and superintendents. Major issues such as those of candidate recruitment, selection, and placement, supervision in the field, relationships between field and university supervisors, and the ways in which interns should be evaluated are covered).

Pedicone, John J. (1984). The internship: A practical analysis. In John J. Lane, (Ed.), The Making of a Principal. Springfield, IL: Charles E. Thomas Publishing.

(Pedicone reviews the structural characteristics of administrative internship programs in place in 19 large doctoral-granting institutions of educational administration. Included are observations concerning the credits that are given, selection criteria for interns, and placement procedures).

Ramseyer, John A. (1963). The internship: Some problems and issues. In Hencley, Stephn P., (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(Ramseyer reviews some of the continuing issues and problems that face those interested in carrying out internship programs to prepare educational administrators. Despite any difficulties, he notes that the internship must remain as an important part of future effective training programs).

Reller, Theodore L. (1962). A comprehensive program for the preparation of administrators. In Culbertson, Jack and Hencley, Stephen P., (Eds.), Preparing Administrators: New Perspectives. Columbus, OH Universit Council for Educational Administration.

(The chapter begins with a review of some basic assumptions regarding society, the educational situation, and educational administration. Next, suggested qualifications for the administrator to deal with these assumptions are outlined. Third, the program for selecting and preparing individuals who are to be administrators is presented, followed by a rather specific set of recommendations concerning desirable content for administrative preparation programs. Finally, the requirements for the staff charged with the responsibility for preparing administrators are noted).

Silver Paula F. and Spuck, Dennis W., (Eds.), (1978). Preparatory Programs for Educational Administrators in the United States. Columbus, OH: University Council for Educational Administration.

(The purpose of the study reported in this monograph was to describe preparation programs in educational administration in the United States. It was intended to provide baseline data about structure, governance, foci, and intended audiences of such programs. Through this, it was intended that an analysis could be provided of administrative preparation programs from the perspectives of department heads, professors, and students. A profile of preparation programs and significant issues related to those programs was generated).

Strand, William H. (1963). What the university expects of school districts in the development, administration, supervision, and evaluation of internship programs. In Hencley, Stephen P., (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(The author presents a set of normative expectations that are to serve as guides to personnel in local school districts serving as hosts for interns in educational administration. The school district is viewed as a full partner to the university in providing learning experiences for interns in such areas as administrative process, interpersonal relations, concept formation, choice-making, and the testing of values assumptions. Recommendations are also made for the design of specific types of learning experiences that are to be beneficial to administrative interns).

Tracy, Neal H. (1963). Learning experiences for prospective secondary school principals. In Hencley, Stephen P., (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(Tracy notes that the internship should encompass a full spectrum of clear and sequential administrative experiences related to the position of the secondary school principal. Substantial responsibility should be undertaken by the prospective administrator in relation to significant aspects of administrative tasks. The intern should also become acquainted with decision-making procedures, communication networks, change processes, and other technical aspects of administration. The purpose of any intern experience is to provide the candidate with a view of the entire pattern of school operation).

Walton, John. (1962). The education of educational administrators. In Jack Culbertson and Stephen Hencley, (Eds.), Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

(Walton considers the ways in which the field of educational administration is different from a general conceptualization of administration. He concludes that there are differences, but the school administrator must indeed be prepared in the sue of administrative skills in general. He also suggests a framework of curriculum that should be included in the training of administrators: Seminars in various fields within the social sciences, a seminar in administration, courses in the government of education, and a seminar on the literature of education).

Wengert, Egbert S. (1962). Preparing school administrators: Some problems and issues. The Culbertson, Jack and Hencley, Stephen P., (Eds.), Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

(The author considers some continuing problems related to the adequacy of most administrative preparation programs. He reviews the paradox of providing individuals with an increasingly rich conceptual base that will enable them to make better decisions, while at the same time, realizing that the business of effective school administration is often tied directly to an individual being able to make decisions quickly, without sufficient time for searching a rich research foundation for answers).

Whittier, C. Taylor. (1963). The administrative intership program in Montgomery County, Maryland. In Hencley, Stephen P., (Ed.), The Internship in Administrative Preparation. Columbus, OH: University Council for Educational Administration.

(Whittier provides a description of what has been described as a successful administrative internship program which took place in Montgomery County, Maryland. Detail is provided to the assumptions made in the school system, and also the operational characteristics of the program).

Willis, Benjamin C. (1962). Continuing education for present administrators. In Culbertson, Jack and Hencley, Stephen P. (Eds.), Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.

(The author notes that preparation for school administration cannot end when they leave university classes. Effective administration demands ongoing inservice opportunities as well).

Wynn, Richard. (1972). Unconventional Methods and Materials for Preparing Educational Administrators. Columbus, OH: University Council for Educational Administration.

(This publication deals with the development of some of the more noteworthy unconventional methods and materials of instruction used in the preparation of school administrators).

Yelon, Stephen L., and Duley, John S. (1978). Efficient Evaluation of Individual Performance in Field Placement. (Guides for the Improvement of Instruction in Higher Education, No. 14). East Lansing, MI: Michigan State University Learning and Evaluation Service.

(The purpose of this booklet is to provide a practical guide that may be used to assist field experience coordinators and supervisors to view a variety of alternative approaches that may be used to evaluate students engaged in field-based educational activities. Another stated purpose of the material is "to encourage faculty to go beyond immediate priorities and spend time and energy to create a time-saving, efficient, systematic evaluation procedure").

Part IV:
Technical Reports and Other Papers Related to the Use of Field Experiences In the Preparation of Educational Administrators

In addition to articles, books, and book chapters, a limited number of other materials have been produced in recent years that have dealt with planned field experiences, internships, and other forms of practica utilized as part of educational administration programs. These have consisted of various technical reports, project summaries, bibliographies, and papers presented at meetings of professional associations. This section includes a sampling of these types of papers, most of which have been identified through a review of ERIC documents.

Because the majority of this material describes specific studies and activities, no generalizations are possible regarding "typical" material included, and there are few conclusions that can be reached about the status of writing in this area. It is, perhaps, somewhat surprising to note that there are relatively few papers describing research related to the preservice practicum. This is true even when one considers the tremendous number of state and regional meetings of organizations where papers related to this topic might be presented, but apparently are not.

Adkinson, Judith A. and Warren, Andrea, (Eds.), (1980). The Administrative Internship. Lawrence, KS: University of Kansas.

(Produced as a part of a project known as "Internship, Certification, Equity-Leadership, and Support (ICES)," this monograph provides a description of a field test of a model for mobilizing statewide resources in Kansas to prepare women for administrative careers and to place them in positions for which they are qualified. The crucial component of the training program was a year-long internship in school administration for the 13 ICES participants).

Anderson, Jennifer adn Smith, Leslie (Compilers). (1986). Bibliography of Research in Experiential Learning, Internships, and Field Experiences. (Peer Assistance Network in Experiential Learning, Resource Paper No. 10). Raleigh, NC: National Society for Internships and Experiential Education.

(This annotated bibliography contains more than 80 entries that include books, technical reports, book chapters, and journal articles related to the conceptual and research bases for experiential education. The bibliography is designed to be used as a practical guide for individuals actively involved with experiential programs in universities and other educational settings).

Blake, R. F. (1980). The Administrative Internship: Current Trends. Paper presented at the Annual Meeting of the American Association of School Administrators, Anaheim, California.

(This paper provides a general overview of a number of effective administrative internship programs in place in a number of school districts across the nation).

Chaeffee, Clifford H. and Sloan Charles. (1980). Clinical Experiences and Operation of School Administrators. (Unpublished manuscript). Dekalb, IL: Northern Illinois University, DeKalb, Illinois.

(This paper describes characteristics of effective field-based administrative training programs. Among other observations included is the fact that "an effective program preparing school administrators must include ...three components: Knowing what, knowing how, and the opportunity to develop skills that practicing professionals are required to perform" [p.2]).

Cunningham, Luvern L. (1975). Clinical Experience as a part of Professional Training; Special Reference to Mid-Career. Paper prepared for the Conference on Mid-Career Internships in Education, Washington DC: Institute for Educational Leadership, Washington, DC.

(Cunningham prepares a summary of trends related to the application of clinical training techniques to a variety of administrative and leadership roles in public administration. Included is a review of possible alternative definitions of "clincial" learning).

Daresh, John C. (1987). The Practicum in Preparing Educational Administrators: A Status Report. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Boston.

(This paper reports the findings of a study which was conducted to determine the status of research activities conducted during the past 15 years on the use internships, field experiences, and other forms of practica as part of the preparation of educational administrators. It was determined that the majority of research has been atheoretical, limited to the descriptive surveys, and carried out almost exclusively as part of doctoral dissertations. The paper concludes with some tentative suggestions for the development of a possible research agenda for the future).

Daresh, John C. and LaPlant, James C. (1985). Field Relations in Educational Administration Training Programs. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association, Chicago.

(This paper provides a description of a review of the practices associated with internships, field experiences, and other forms of practica used in educational administration training programs at UCEA institutions in the United States and Canada. It was noted that the majority of such programs are similar in their structure and design,and that field based programs are normally utilized as part of administrative certification programs, not academic degree activities. Recommendations are included to improve existing practices).

Hoekstra, Ronald B. (1975). Internships as a Means of Training Educational Leaders; an Historical and Contextual Perspective.

(The author describes the evolution of a model for internships in school administration. The study maintains the view that careful chronoicling of changes and subsequent review of resulting modifications resulting from participation in the internship experience would be helpful in establishing a foundation on which to build a more precise description of alternative administrative internship structures).

Holloway, George E. and Morgan, Thomas D. (1967). A Final Report to the Ford Foundation of the Inter-University Program Project II: The Administrative Internship in Education. (Joint Report published by the State University of New York at Buffalo, Cornel University, University of Rochester, and Syracuse University).

(As the title implies, this is a summative evaluation report of an experimental educational administration preparation program, sponsored by the Ford Foundation, carried off by a group of universities in New York state in the mid-1960's. An important component of this program was the full-time, paid internship program for aspiring administrators that was supported by funds from the Foundation).

Johns, W. Lloyd. (1966). Supervised Field Experience and Internship Programs in Educational Administration and Supervision in California State Colleges.

(This paper presents a description of a survey of existing field experience programs in the 18 California State Colleges. The survey was designed to identify the characteristics of a high-quality supervised planned fiel dexperience program in educational administration and supervision. The study suggested that effective programs must focus deliberately on developing skills in each of three broad categories encompassing the 40 specific criteria articulated for high quality field experiences. These three categories were (1) organizational aspects, (2) activities of supervision, and (3) activities of administration).

Lehmann, Theodore. (1975). Model for Leaderhip Development: A New Approach to Doctoral Programs in Educational Administration.

(This paper presents a model for leadership development which emphasizes a process approach to the development of small-group leadership skills in a doctoral program in educational administration. The study suggests a model that is centered on team-learning in a small-group setting).

Licata, Joseph W. (1977). An Internal Evaluation of a Field-Based Training Component for School Administrators. Atlanta: Georgia State Department of Education, Division of Programs and Staff Development.

(The study reported in this paper field tested the Project ROME-FOCUS [Field-Oriented Competency Utilization System], a competency-based field-oriented training program for school administrators. Pre-, post-, and control-group comparisons were made through the use of the Georgia Principal's Assessment System as a measuring device).

Little, Thomas C. (1981). History and Rationale for Experiential Learning. (Peer Assistance Network in Expreiential Learning Resource Paper No. 10). Washington, DC: National Society for Internships and Experiential Education.

(This paper addresses the basic assumptions related to the inclusion of practica, internshps, and field experiences as part of the normal preparation of professionals in a variety of fields. As its name implies, attention is focused on a brief review of past practices adn their stated rationale statements).

Lorber, Neil M. (1967). Evaluating Operation Leadership--The Principal Internship Program. (1967).

(This study describes the ten-week internship program for 18 assistant principals and department chairpersons who were awaiting appointment as principals in the New York City schools. It was pointed out that the project succeeded in providing interns with rich potential and personal experiences in advanced administrative training and human relations skills).

Pellicer, Leonard P., et al. (1981). The Evolution and Training of School Principals.

(This monograph provides a comprehensive analysis of both current and evolving training programs for school prinicpals. Given particular attention are field-based training programs and administrative internships. A contingency Framework for Administrative Development is presented as a flexible model for administrator training).

Summers, Chris. (1983). The Development of Guidelines for an Internship Program for Principals. Paper presented at the Annual Meeting of the Southern Council on Educational Administration. Knoxville, TN.

(This paper describes the development of guidelines for the principal internship program and presents a set of new guidelines. A particular feature of the program is the inclusion of a learning contract to develop the specific responsibilities of the intern, a letter grade for the internship, and the recommendation that the intern assume full responsibility for the operation of the school over a three-day or longer period).

Whitham, Michele and Erdynast, Albert. (1982). Applications of Developmental Theory to the Design and Conduct of Quality Field Experience Programs: Exercises for Educators. (Peer Assistance Network in Experiential Learning Resource Paper No. 8). Washington, DC: National Society for Internships and Experiential Education.

(The authors review common misconceptions of the tenets of developmental theory to suggest ways in which that body of thought may be applied to the development of field-based educational programs in universities. They also provide concrete guidelines to be used by practitioners in how to design and conduct field experience programs according to developmentally sound principles of good practice).

Part V:
DOCTORAL DISSERTATIONS RELATED TO THE USE OF FIELD EXPERIENCES AND OTHER PRACTICA IN EDUCATIONAL ADMINISTRATION TRAINING PROGRAMS

This section includes summaries of more than 20 doctoral dissertations completed during the past two decades and related to the use of field-based training activities for preparing educational administrators. A review of doctoral dissertations was felt to be important for inclusion in this Bibliography because this body of work represents the majority of original research that has been conducted in the area of field-based training of school leaders. Journal articles, books and book chapters, and technical reports simply do not include many descriptions of research on internships, planned field experiences, and practica.

An examination of doctoral research in this area reveals information related not only to the predominant research strategies used in the study of preservice field experiences, but also some generalized statements concerning the content of these investigations. Concerning methodology, three observations are possible. First, studies have generally looked at only one form of practicum utilized in the preservice preparation of administrators, namely the full-time, paid internship. Second, most recent studies have been conducted by doctoral candidates have been limited to descriptive studies making use of questionnaires as the only data-collection device. Virtually no work has looked longitudinally at long-term effects of field-based programs, for example. Third, there is a virtual absence of

theory-based research. Although the fields of developmental learning theory and adult education would seem to hold considerable promise for studying what goes on in field experiences and internships, these and other conceptually-rich areas have been ignored. Most recent work has been directed toward problem-solving and not theory testing or theory building.

With regard to the content of recent studies of the practicum in educational administration, it can be noted that complete research has tended to fall into one of three categories. These were (1) development of a model for a practicum, (2) model evaluation, or (3) the assessment of selected structural components of field experiences, internships, or other forms of practica. Some general observations could be made about what has been found through these types of studies. For example, the models that were developed in many cases, then evaluated, were typically designed to serve as components of administrative certification programs. They were not viewed as academic degree requirements for educational administration programs. If students enrolled in educational administration did not wish to receive university endorsement for an administrative certificate, they did not have to enroll in a field experience. In other words, such activities were "add-ons" to the core content of administration in most settings. Another general observation was that the studies that looked at the structural features of internships and field experiences tended to look at the same issues over and over again. Favorite issues were explorations of the adequacy of funding to support internships, the appropriate and desired length of time in which students should participate in practica, and so forth. A fairly standard finding in much of the doctoral research was that internships are good ideas and should be required of individuals who

are planning to follow careers in educational administration, but these programs are so costly that it may not be realistic to believe that they can be offered in most settings.

Campbell, Joe C. (1985). Internships as a Means of Training Educational Leaders. Ed.D. Dissertation. East Texas State University.

(This study surveyed the extent of the use of internships to train educational administrators. Conclusions reached included the fact that internships are important means for preparing administrators, most internships are short-term and part-time learning experiences, and that insufficient funding is available for the development of effective internships, even though such learning programs will likely be required more frequently in the future).

Carruthers, R. L. (1979). An Assessment of the Administrative Internship Program for Superintendents in Texas Based Upon Perceptions of Public School Administrators. Ph.D. Dissertation. Texas A&M University.

(In this study an assessment is made of the effectiveness of structured internship programs in terms of their ability to assist superintendents to become more effective on their jobs. This assessment was based on data collected through a survey distributed to principals, assistant superintendents and superintendents through the state of Texas).

Dennis, J. B. (1979). An Assessment of the Administrative Internship Program for Principals in Texas Based Upon Perceptions of Public School Prinicpals. Ph.D. Dissertation. Texas A&M University.

(The purpose of this study, a companion to the study described in the previous entry, was to determine, based upon the perceptions of principals, assistant superintendents, and superintendents, if principals who had participated in full-time, structured, and paid intenrships as part of their preservice preparation in administration, were perceived as more effective than principals who had not received such training).

Donnel, James E. (1974). Development of an Administrative Internship Program for the Preparation of School Administrators. Ed.D. Dissertation. University of Wyoming.

(This study was designed to develop a series of guidelines that universities might follow in order to improve their administrative preparation intern programs. Among the guidelines included were that each candidate in school administration should have an internship, that state and local educational agencies should provide financial support for the internships, that coursework is needed as well as the internship, and that cooperating administrators who serve as mentors need to understand their roles and responsibilities. In addition, the study suggested that intern experiences should be derived from clearly stated learning objectives, and that internships ought to be full-time paid experiences).

Krug, Jon V. (1974). Status, Designs, and Perceived Objectives of Administrative Internships Available in Doctoral Level Industrial or Vocational Education Programs in Universities Throughout the United States, 1971-72. Ed.D. Dissertation. Utah State University.

(The purpose of this study was to examine administrative internships associated with doctoral level industrial or vocational educational programs. Specifically, it was designed to determine optimal design characteristics, as noted by participants. Results of the analysis of a survey provided conclusions such as the fact that administrative internships are available but not always selected by students seeking valuable learning experiences, and that supervision of internships is typically informal and lacks objectivity in the evaluation process).

Kussrow, Paul G. (1974). A Study of the Status and Future of Administrative Internship Programs in Michigan Institutions. Ph.D. Dissertation. Univeristy of Michigan.

(The purpose of this work was to determine the status of Michigan internship programs and also to establish a formal role for such programs as a normal part of educational administration preparation programs. A finding of the study was that, although many administrative internships are offered in Michigan universities, there is little consistency in the practices of existing programs).

Long, Dan F. (1970). An Investigation of Changes in the Perceptual systems of Interns in Educational Administration. Ph.D. Dissertation. University of Texas at Austin.

(This study analyzed four field experience models: Mono-based (one intern in a single school system), dyad-based (two interns paired in one system), triad-based (two interns working in one system with a university professor), or multi-based (three or more educational administration interns assigned to a field setting for on-the-job training). Among the major conclusions derived from this study were: (1) A field experience was an essential part of administrative preparation, (2) each of the four types of internships had strengths, (3) the placement of interns into school systems should be highly selective, but based largely on student needs, and (4) interns may need differing amounts of time and other conditions in order to get the most out of their experiences).

Martin, M.D. (1983). An Assessment of Perceived Changes in Leadership Style of Interns Relating to Supervisors in an Administrative Career Development Intern Program. Ph.D. Dissertation. University of Texas at Austin.

(The purpose of this study was to determine if educational administration students who participated in an internship program changed their attitudes toward the supervisory responsibilities of administration).

Froning, Jacob F. (1974). An Analysis of the Planned Field Experience for Prospective Educational Administration in the State of Ohio With a View Towards the Development of a Model Program. Ph.D. Dissertation. Ohio University.

(This study was designed to determine if the planned field experiences carried out as an explicit requirement for administrative certification in the state of Ohio were, in fact, being conducted by universities across the state in a way that was consistent with the intended plans of the state department of education, and also, whether or not the use of such experiences were in fact successful in terms of helping to prepare future administrators more effectively. Based on the data collected as part of a statewide survey, it was concluded that the planned field experience component of administrative training was being utilized as a central part of certification programs at universities across the state of Ohio, and that the planned field experience is generally perceived as an important activitiy to be included in the preservice training of administrators. It provides aspiring administrators with important insights into their future roles. In addition, the study also includes a suggested revised model for planned field experience that would strengthen such programs in the future).

Hay, Donal L. (1974). Two Factor Analysis of Internship Experiences of Participants in a Vocational Educaiton Leadership Program. Ph.D. Dissertation. Texas A&M University.

(The purpose of this study was to determine what an intern considers important by identifying motivational and maintenance factors which affect his behavior, and then to establish any differences that may exist among the various groups of subcategories in a population of interns. It was concluded that the intern served his internship in a position compatible with his past experience and future ambitions. He was well motivated and worked hard to achieve the objectives of his internship).

Holleman, Irwin T. (1974). Cost-Effectiveness of Graduate Work Study Programs: A Selected Internship Program at Texas A&M University. Ph.D. Dissertation. Texas A&M University.

(The principal oabjective of this study was to ascertain the degree of effectiveness and efficiency that could be obtained by the Department of Educational Administration at Texas A&M University, operating with a graduate work-study program, as compared with that of some other academic department operating without such a program. The following were among the conclusions derived from the study: (1) Work-study programs in educational administration appeared to have lower efficiency and effectiveness levels than did comparable programs in the university and (2) a combination approach in which the most desirable attributes of both work-study and conventional apprenticeship programs were utilized produced levels of perceived efficiency and effectiveness that were considerably higher than either program viewed as a separate entity).

Nichols, Lemuel S. (1974). An Analysis of Simulation Techniques in Preparing School Administrators at East State University. Ed.D. Dissertation. East Texas State University.

(The purpose of this study was to analyze educational administration students' value assumptions regarding administrative behavior after participating in simulation experiences at East Texas State University, and also to identify the value assumptions and patterns supporting administrative behavior. It was determined that participation in simulations had no effect on students' value assumptions. Thus, a conclusion of the study was that simulation, as an instructional tool for training school administrators, is not a stand-alone technique. It must be used in conjunction with a more complete, planned program).

Norsted, Roger M. (1974). An Analysis of the University of Minnesota Internship Program in Educational Administration. Ed.D. Dissertation. University of Minnesota.

(This study was designed to determine whether the University of Minnesota Internship Program has produced educational administrators who are significantly different from administrators who never participated in such a program. It was determined that there were no significant difference between interns and non-interns in terms of professional positions attained, highest academic degree achieved, size of employing school districts, age, or sex. However, it was noted that interns tended to be somewhat younger when they participated in the programs, and that they eventually tended to serve as university administrators, superintendents, or central office administrators).

Rice, Sharon B. (1984). A Survey of Current Practice in School Districts Training Programs for Potential Educational Administrators. Ed.D. Dissertation. Arizona State University.

(Using a survey approach, this study was designed to determine the characteristics, procedures, and content of school administrator training programs. Among the conclusions reached were: (1) The primary purposes of most programs were to improve practice in local districts, (2) instructional method stended to be lectures, discussions, and observations, and (3) evaluation tended to be based on observation of adminstrative performance).

Richardson, Eugene J. (1973). A Comparative Study of the Philadelphia Leadership Program for Inner-City School Administrators at The Pennsylvania State University. Ed.D. Dissertation. The Pennsylvania State University.

(This study of the Philadelphia Leadership Program (PLP) was designed to determine if minority urban school personnel, selected through nonacademic criteria, could be as successful as nonminority graduate students. It was determined that there were no significant differences between the two groups, when compared according to academic measures of success).

Scharf, Gayle. (1972). An Evaluation of the Internship in Urban Educational Administration. Ed.D. Dissertation. University of California at Los Angeles.

(The purpose of this study was to determine if there was a relationship between selected features of an administrative internship experience and an intern's eventual success on the job. Among the major conclusions resulting from this study were: (1) The evaluation of internship assignments require a focus on many components of the school situation; (2) In order to select an individual who will have a strong chance of success in an urban internship, one should consider people with experience in urban school settings; and (3) Individuals who are very capable in interpersonal skills can maximize their chances for success through participation in an internship assignment).

Sedlak, Joseph E. (1972). An Investigation of the Internship and Practicum in Administration of Special Education. Ed.D. Dissertation. University of Illinois.

(Through this analysis of the practicum as a way to prepare administrators for special education programs, it was determined that proper financial support is essential if the replacement of special education administrators in the future is to be of high quality).

Wells, Jerrie C. (1980). The Status of Educational Administrative Internship Programs in Texas Institutions of Higher Education as Perceived by Former Interns. Ph.D. Dissertation. Texas A&M University.

(The purpose of this study was to determine the extent to which individuals who had recently completed educational administration internship programs at universities throughout the state of Texas believed that these activities had been helpful to them in terms of making them more successful in their present administrative roles. The general response from former interns was that the field-based programs had been very useful learning activites that had helped to prepare them for their administrative responsibilities).

West, Joan E. (1976). Status of Educational Administrative Internshp Programs in Texas Institutions of Higher Education. Ph.D. Dissertation. Texas A&M University.

(This study was designed to determine university faculty perceptions of administrative internships offered through their universities. It was found that most respondents felt that the intern programs were importnat, but concerns were raised about the costs of such activities and the ways in which they were integrated into the academic programs of universities. In addition, it was suggested that different foci should be developed for internships to prepare principals and superintendents).

Wright, Lancie V. (1984). A Research-Based Model District Administrative Internship Program. Ed.D. Dissertation. Loyola University of Chicago.

(In this study, a model administrative internship program was developed that a school district might employ in developing, implementing, or improving its own internship program. Included is a review of planned organizational change literature).